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ABSTRACT

This module identifies the at-risk student and addresses strategies and effective programs for dealing with the at-risk population. The guide includes a list of definitions and uses a question-and-answer format to define at-risk students, discuss reasons for dropout, and provide information on early identification of risk, the effect of dropping out on the individual and society, strategies for serving at-risk youth, characteristics of effective dropout prevention programs, activities for parental involvement, the teacher role in working with at-risk students, and the role of vocational education in reducing the dropout rate. A list of programs and print resources for dropout prevention, career education, and personal development for at-risk youth is included, followed by a form for identification/screening. (KC)

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AT-RISK STUDENTS

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1989-90

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CE 055 356

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At-Risk Module

Q. WHO ARE AT-RISK STUDENTS?

A. According to the Council of Chief State School Officers a student enrolled in Kindergarten through third grade shall be deemed at-risk and eligible for special services if he or she:

- is a member of a household or family whose income is at or below the poverty level under most recent criteria used by the Bureau of the Census, or
- has not made substantial progress in mastering basic skills that are appropriate for students of his or her age, or
- has been determined to be at-risk by the school principal after consultation with the student's parent or guardian. This determination is based on an assessment by school staff familiar with the student in regard to health, social or family problems that are impairing the student's ability to succeed in school.

A student enrolled in grades 4 through 12 shall be deemed at-risk and eligible for special services if:

- in states using statewide criterion-referenced exams, he or she scores lower than the appropriate performance level set by the state below which a student cannot be expected to progress adequately and complete high school successfully,
- in states using statewide norm-referenced exams, he or she scores lower than a performance standard established by the state,
- in states using statewide competency exams for high school promotion or graduation, he or she fails the exam, or he or she has failed to meet the school's standards for promotion and has been retained in grade for one or more years, or
- he or she has been a school dropout or has had unexcused absences of 20 or more days during a calendar year, or
- he or she has been determined to be at-risk by the school principal after consultation with the student's parents or guardians. This determination is based on an assessment by school staff familiar with the student in regard to health,

social or family problems that are impairing the student's ability to succeed in school *(Council of Chief State School Officers, 1987)*.

The best indicator of a school's at-risk population is the school's dropout rate. With a national dropout rate of approximately 25%, it is obvious that there are a significant number of young people that are at risk. Only one in six jobs is suitable for a high school dropout, and these odds will only grow worse as increasing technology requires a more educated workforce.

During the 1988-89 school year, the statewide dropout rate in Missouri for students in grades 9-12 was 25 percent. This rate is higher for the major metropolitan areas. *B. McClaskey (personal communication, April 24, 1990). Department of Elementary and Secondary Education, School Data Division.*

Q. WHAT CAUSES STUDENTS TO DROP OUT OF SCHOOL BEFORE THEY ARE PREPARED TO ENTER THE WORKFORCE?

A. Many factors may contribute to a student dropping out of school. The strongest predictor of dropping out is repetition of a grade in school. The likelihood of a student dropping out increases by 40 or 50% if retained in one grade and increases by 90% for those retained in two grades of school.

Most students who drop out usually display one or a combination of the following characteristics:

- poor academic performance,
- low intelligence test scores (mean IQ of 90),
- poor basic skills in reading and math,
- lack of interest in school and school work,
- low self concept and social maturity,
- feelings of alienation in relation to school, teachers, and peers,
- hostility, unruliness, passivity, and apathy,
- frequent absences and tardiness,
- infrequent discussions with parents, teacher, or counselors regarding future educational and/or employment plans,
- low socioeconomic backgrounds,
- some type of handicap or limiting condition,
- receipt of little family encouragement and support in regard to staying in school,
- stressful home environment,
- homes in which parents did not complete high school, or
- pregnant and/or married while in school

(Weber and Mertens, 1987).

A study reported by Bracey (1989), suggests that moving from one school to another has an impact on students dropping out. Of 615 students that were followed in the study, the graduation rate for nonmovers was 95%. For those students who had moved once, the graduation rate was 68%; for those who had moved twice, 56%; and for those who had moved three times, only 30%.

Q. HOW EARLY CAN WE IDENTIFY STUDENTS WHO ARE POTENTIALLY AT-RISK?

A. Research indicates that many of the warning signs can be identified as early as the elementary level. Students with high absence rates, high truancy rates, low academic skills, referrals for social services, psychological assistance, recurring discipline problems, rebellious attitudes, low income, single parent or poorly educated parents, low self-esteem, and a sibling or parent who dropped out of school are characteristics that can be identified at the elementary level.

The importance of identifying the at-risk student at the elementary level is obvious. Intervention during the elementary school years can be effective in preventing the student from reaching the point of considering dropping out as a solution. The earlier at-risk students are identified and intervention begins, the lower the costs to the student, school system, and the community in general. Basic skills, social skills, and functional living skills are extremely important in grades K-12. Developing positive relationships, experiencing success, and a positive self concept are also critical for young people. Schools can impact on these areas as early as kindergarten.

Q. WHAT EFFECT DOES DROPPING OUT OF HIGH SCHOOL HAVE ON THE INDIVIDUAL AND SOCIETY?

A.
- Dropouts are two-and-one-half times more likely than high school graduates to be unemployed.
- By age 25, even employed dropouts earn only two-thirds the income of those who stayed in school.
- Only one in six jobs is suitable for a high school dropout, and these odds will only grow worse as increasing technology requires a more educated work force.
- Up to 80 percent of some prison populations are high school dropouts.
- Dropouts are more likely to need unemployment compensation, public health care, and public housing.
- It is estimated that each high school dropout costs society a minimum of $26,000 per person over his or her worklife. With a million dropouts produced each year, the impact of the problem is staggering *(Weber & Mertens, 1987)*.

Q. WHAT ARE SOME STRATEGIES THAT SCHOOLS CAN USE TO SERVE AT-RISK YOUTH IN GRADES K-12?

A. Several strategies have proved effective. A sampling of these strategies are listed and described below:

1. Early identification,
2. Academic skill remediation,
3. Counseling,
4. Career education and personal development,
5. Work-related programming,
6. Alternative schools/programs,
7. Parent involvement,
8. Functional curriculum, and
9. Open entry and exit classrooms.

(National Dropout Prevention Newsletter)

Early Identification

Perhaps one of the most important components of serving at-risk students is to identify students early. At-risk students have many characteristics which can be identified as soon as the child enters school. Staff can be assigned to students to monitor their progress and students can be provided with special developmental programs.

Academic Skill Remediation

Poor basic skills are dropout predictors. Basic skills instruction and study skills development can enhance at-risk student's progress. Listed below are sample teaching strategies for improving student's math skills and activities to help students improve their study skills.

1. Evaluate the basic skills for each math program and determine the essential information a student needs to complete those computations.

2. Utilize hands-on instruction whenever possible.

3. After demonstrations, explanation, and practice, allow the student to demonstrate to you how to perform a math concept.

4. Use peer teaching whenever appropriate.

5. Highlight columns to indicate numbers to be added, subtracted, multiplied, or divided.

6. Make up "raps" to teach a skill to a student--such as when teaching basic division say, "divide, multiply, subtract, and bring down". Snap your fingers to a beat and teach students to use the rap to remember the sequence of steps.

7. Use specially lined paper to help students align numbers properly.

8. Use mnemonics or word associations to help students remember how to solve a problem.

9. Break problems down into smaller parts so students can "see" how to complete them one step at time.

10. Teach students to repeat steps or directions and then say the problem and procedures aloud as they work.

11. Utilize the computer for drill and practice when appropriate. Computers might also be used to introduce a lesson or reinforce a skill previously presented.

12. Practice giving and taking notes with students. Encourage students to take notes from taped or videotaped lectures. Review notes with students to help identify missing facts.

13. Teach students notetaking techniques such as learning to abbreviate, outlining, mapping, summarizing, and copying from the board.

14. Discuss when (time of day) and where (locations in school and home) to study most effectively.

15. Practice taking tests with students to help them improve their ability to complete tasks in a given period of time and make logical choices.

16. Help students improve their memory through the use of mnemonics, acronyms, etc. *(Kearns, & Graham, 1988).*

Counseling

A comprehensive guidance program such as the Missouri Model Guidance Program (MMGP) can be an effective tool in dropout prevention. The philosophy of a model guidance program is that guidance and counseling are an integral part of the educational process and that students should develop competencies through their participation in guidance programs.

Curriculum in the MMGP involves three major areas and activities which are focused around:

1. Career Planning and Exploration,
2. Knowledge of Self and Others, and
3. Educational and Vocational Development.

Counseling can help at-risk students to:

- define meaningful goals,
- increase understanding of personal interests, abilities, and aptitudes,
- increase understanding of personal values and beliefs,
- improve skills for identifying and evaluating opportunities,
- increase skills and self-confidence in problem solving,
- increase skills and self-confidence in decision making,
- take reasonable risks, take responsibility for own problems/mistakes, learn from mistakes,
- increase sensitivity to the needs of others and improve skills to help others satisfy their needs,
- improve communication skills--especially the ability to appropriately convey feelings,
- improve interpersonal skills to deal with authority figures in a mature manner,
- develop and maintain personal behavior limits,
- gain knowledge and skills for coping with physical and emotional change, and
- improve skills for assuming adult roles *(Ohlsen, M.M.)*.

<u>Career Education and Personal Development Activities</u> are effective with at-risk students. They allow students to develop competencies which can assist them in their success in life. Some sample strategies and activities might include:

- field trips and other opportunities for exposure and tryout in area workplaces,
- direct teaching of social skills, e.g., following rules, expressing anger appropriately, using right voice,
- values clarification exercises,
- job shadowing opportunities,
- grooming and hygiene training,
- career counseling,
- guests who explain their occupations, and
- opportunities for building self-esteem.

Work-Related Programming includes career exploration, work experience, cooperative occupational education, vocational skill training, job placement services, and entrepreneurial programs.

Career Exploration Programs are targeted for younger students who have not yet set occupational goals. They allow students exposure to a variety of occupations, job sites and although students are not paid, many programs allow students to receive academic credit.

Work Experience Programs allow students to work part-time so that they are able to learn general work skills and appropriate behaviors. Students generally receive academic credit and may or may not be paid a wage. Job Training Partnership Act (JTPA) programs have been able to fund some work experience positions in the past.

Cooperative Occupational Education (COE) programs allow students to work at jobs which specifically relate to their chosen occupations. Students earn academic credit as well as wages for their work. COE. students are generally in school fewer hours and work half the day.

Vocational Skill Training involves organized vocational education programs that prepare students for specific occupations. Vocational training is generally available to students in the 11th and 12th grade. However, some 10th grade students with special needs are granted early entry to vocational programs. These programs permit students to acquire a salable skill.

Job Placement Services are a critical component of any program and at-risk students need good placement services. Many staff members should be involved in job placement activities if they are to be successful. Communication is a key ingredient for successful coordination.

Entrepreneurial Programs allow students the unique experience of operating a business. These programs encourage the design, manufacture and marketing of a product or service. In areas with little local industry or few community work sites they can be effective.

Alternative Schools/Programs may be the best option for many at-risk students. These programs can offer a positive environment for students that usually have not had many positive school experiences. Effective alternative schools are small, staffed by caring adults, provide personal counseling, challenge students academically, provide opportunities for learning by doing, and develop clear standards, rules and regulations.

Parent Involvement is very important in dropout prevention and it is an approach that can be useful from kindergarten through high school. Benefits of parental involvement which were adapted from *(Novak & Dougherty, 1983).*

1. Parents are daily teaching their children and it benefits everyone when we support them in this endeavor,
2. A child's acceptance of school rests heavily on parental attitudes and interactions with school personnel,
3. Involving parents will make them feel as partners in education working toward a common goal,
4. Parent involvement can maximize consumer satisfaction in our educational system,
5. Parents have valuable life experiences that can be valuable resources for the total school community,
6. Teachers can more accurately assess children when they have more information about their child's strengths and weaknesses, and
7. Helping parents improve parenting skills can benefit school and society.

Functional Curriculum is a curriculum in which students learn functional skills in an appropriate setting for specific skill development. Skills which are student centered rather than content centered are identified as functional skills. A functional curriculum makes schools relevant and this can be effective for at-risk students. *(For more information on Functional Curriculum, call Missouri LINC and request the Hotline module on the topic.)*

Open Entry and Exit Classrooms allow students to develop different competencies within an occupational program. Students can work toward different goals at a variety of instructional levels. At-risk students may not be performing at the same level as other students and when work is individualized many of them will be able to experience success which can serve to motivate them and keep them in school.

Q. WHAT ARE SOME CHARACTERISTICS OF EFFECTIVE DROPOUT PREVENTION PROGRAMS?

A. **Communication** - establish communication linkages between all student service personnel.
Flexibility - provide flexible curriculum to meet the individual needs of students.
Caring, Supporting, Nurturing - strive to provide a school environment that is caring, supportive, and nurturing.
Staff Development - focus on staff development activities to increase sensitivity to issues and to improve strategies for teaching at-risk youth.

Evaluate - the objectives of dropout prevention efforts should be evaluated on a regular basis to identify effective practices.
Plan Comprehensively - for district-wide dropout prevention efforts, include kindergarten through twelfth grade.
Assessment - assess skills, abilities, and learning styles of the at-risk population in your school to plan effective intervention efforts.
Design - programs need to reflect your individual school's need.
Systematic Change - incorporate school-wide systematic change aimed at increasing success for high school youth.
Collaboration - encourage collaborations between the school, community, and business.
Parent Involvement - critical need is to involve parents in dropout prevention programs. Children's acceptance of school is related to parental attitudes and interactions with school personnel. When we involve parents we encourage them to feel that we are working toward a common goal (*Novak, & Dougherty, 1983).*

Q. WHAT ARE SOME ACTIVITIES THAT CAN GET PARENTS INVOLVED?

A.
- home visits
- pre-program conferences/ orientations
- telephone calls
- parent conferences
- open house
- serve on advisory committee
- testify before advisory committee
- volunteer tutors
- evaluate the program
- pot-luck/coffees
- approval for participation
- parent counseling
- brown bag lunches
- informal seminars
- family counseling
- weekly communications
- newsletters
- surveys
- parenting classes
- field trip supervisors
- teacher aides
- interview and recommend program personnel
- raise funds
- organize discussion groups
- mobilize community support
- staff informal drop-in centers
- help with special school events
- sponsor forum/lectures
- arts and crafts teachers
- parent study groups

Adapted from: National Dropout Prevention Newsletter.

Q. WHAT IS THE TEACHER'S ROLE IN WORKING WITH STUDENTS THAT ARE AT RISK OF DROPPING OUT?

A.
- Create a learning environment that facilitates the achievement of at-risk students by providing students with many opportunities to succeed. Instruction should be individualized as much as possible and students should work toward specific competencies.
- Establish a positive social bond with at-risk students by calling your students by their name and then letting them know that they were missed if they were absent for a day. Give students positive feedback when they respond, offer their ideas, perform a task correctly, come to class on time, or bring their materials to class.
- Be proactive. Believe that all students can learn and find the most effective way to reach them. Provide students with opportunities to speak to the class. Be available before class starts, during break and after class so that students can meet with you individually. Send positive messages to your students with posters, bulletin board, and pictures.
- Be well organized and use time effectively to keep at-risk students engaged in their tasks. Come to every class prepared and never try to wing it. Be a model of the work ethic in your dress, language, support of the school and respect for the profession *(Lehr & Harris, 1988).*
- Maintain a positive attitude toward yourself and display an optimistic outlook on life in general. Show your students that you are confident. Don't be afraid to put some excitement into your voice. Smile!
- Collaborate with other educators. Use a team approach to plan effective programs for the goal of keeping at-risk students in school. Ask for assistance from other teachers and be willing to assist them with problems.
- Use positive discipline - establish consistent and clear rules and consequences. Praise students in front of the class but reprimand in private.
(Lehr, J.B., & Harris, H.W.1988).

Q. CAN VOCATIONAL EDUCATION MAKE A DIFFERENCE IN REDUCING THE DROPOUT RATE?

A. It has been found that:

Potential dropouts are more likely to complete tenth grade if they are in vocational education classes.

The dropout rate of students enrolled in business education classes is lower than that of students enrolled in general education classes.

The more vocational classes potential dropouts take, the less likely they are to drop out of school.

Work-study and cooperative education programs motivate potential dropouts to attend school more frequently than general academic programs.

Pre-vocational programs reduce the dropout rate when the program focuses on clarifying career goals through vocational exploration and on improvement of basic skills.

Vocational education contributes to the development of a positive self-image among potential dropouts.
(Illinois Department of Education).

Q. WHAT ARE SOME RESOURCES THAT CAN ASSIST EDUCATORS WITH THE DEVELOPMENT OF A DROPOUT PREVENTION PROGRAM?

A. Listed below are some available resources:

Dr. Dick Hamby, Director
National Dropout Prevention Center
Clemson University
393 College Avenue
Clemson, SC 29634-0725
(800) 443-6392

Dr. Jay Smick, Director
National Dropout Prevention Network (NDPN)
Ohio State University
1960 Kenny Road
Columbus, OH 43210

Dr. Ray Eberhard, Director
National Dropout Prevention Network
1517 L Street
Sacramento, CA 95814
(916) 324-3637

National Committee for Citizens in Education
10840 Little Patuxent Parkway
Suite 301
Columbia, MD 21044
(800) 638-9675

***Note:** The National Dropout Prevention Center at Clemson University was started with private funds in October, 1986. They are presently compiling information on prevention programs, bibliographies, etc. for distribution soon.*

The Ohio State University and the Sacramento, California are affiliates of NDPC at Clemson. They will promote network development and try to offer technical assistance.

CAREER EDUCATION AND PERSONAL DEVELOPMENT RESOURCES

Brolin, D. (1990). Life centered career education: A competency based approach. Reston, VA: Council for Exceptional Children.

Canfield, J., & Wells, H.C. (1976). 100 ways to enhance self-concept in the classroom. Englewood Cliffs, NJ: Prentice-Hall.

Goldstein, A.P., Sprafkin, R.P., Gershaw, N.J., & Klein, P. (1980). Skill-streaming the adolescent: A structured learning approach to teaching prosocial skills. Champaign, IL: Research Press.

Hughey, J., & Ferrugia, T. (1987). Guidance activities for special needs students. Columbia, MO: Instructional Materials Laboratory.

Lamkin, J.S. (1980). Getting started: Career education activities for exceptional students (K-9). Reston, VA: Council for Exceptional Children.

McGinnis, E., & Goldstein, A.P. (1984). Skill-streaming the elementary school child: A guide for teaching prosocial skills. Champaign, IL: Research Press.

Michelozzi, B.N. (1984). Coming alive from nine to five: The careers search handbook. Palo Alto, CA: Mayfield.

Miller, L.S., Glascoe, L.G. & Kokaska, C.J. (1986). Life centered career education activities, books one and two. Reston, VA: Council for Exceptional Children. (Book 1 - elementary level, Book 2 - secondary level).

Simon, S.B., Howe, L.W., & Kirschenbaum, H. (1972). Values clarification: A handbook of practical strategies for teachers and students. New York: Hart.

Q. WHAT ARE SOME EFFECTIVE PROGRAMS WHICH SERVE AT-RISK YOUTH?

A. A few exemplary programs are listed below:

1. **Centers for At-Risk Youth (CARY).**
Over 25 centers located at Area Vocational Technical Schools in Missouri serving at-risk high school students through vocational training, academics and support services. For more information contact: Mr. Dick Omer, Division of Vocational Guidance Services, Department of Elementary and Secondary Education, P.O. Box 480, Jefferson City, MO 65102.

2. **Twelve Together**
Detroit, Michigan organizes groups of 12 high-risk ninth graders into peer counseling groups. For more information contact: Metropolitan Detroit Youth Foundation, 11000 West McNichols, Suite 222, Detroit, MI 48221.

3. **Career Beginnings**
This is a college-business initiative, designed to assist high school juniors from low income families strengthen their chances to graduate from high school. Fore more information contact: The Center for Human Resources, Brandeis University, Hellen Graduate School, Waltham, MA 02254.

4. **Remediation and Training Institute**
The Institute conducts a program of basic skills instruction entitled, "The Comprehensive Competencies Program (LCCP)." For more information contact: Remediation and Training Institute, 1521 16th Street N.W., Washington, DC, 20036.

References

Bracey, G.W. (1989). Moving around and dropping out. Phi Delta Kappan.

The Council of Chief State School Officers (1986). School success for students at risk. Dallas, TX.

Kearns, D., Graham, J. (1988). Basic Skills Instructors Manual. Columbia, MO: Instructional Materials Laboratory.

Lehr, J. B. & Harris, H. W. (1988). At-risk low-achieving students in the classroom. Washington, DC: National Education Association of the United States.

National Committee for Citizens in Education. Dropout prevention, a book of sources. Columbia, MD.

National Dropout Prevention Newsletter. (1988). National Dropout Prevention Center at Clemson University, Vol. 1, No. 1.

Novak, J. & Dougherty, B. (1983). Staying in. . . a dropout prevention handbook. Madison, WI: Vocational Studies Center.

Ohlsen, M. M. ( ). Group counseling.

Soloman, (1987). Sixteen warning signs for educators. Urban Education Section. Department of Elementary and Secondary Education.

Weber, J.M., & Mertens, D.M. (1987). Vocational education's role in dropout prevention. Vocational Education Journal.

(HL:Module.2)

CANDIDATE MAY BE ELIGIBLE FOR:
___ JTPA ___ PERKINS ___ OTHER

IDENTIFICATION/SCREENING FOR HIGH RISK STUDENTS

I. STUDENT NAME _____ YEAR _____ AGE _____

ADDRESS _____ PHONE _____

PARENT'S NAME(S) _____ PHONE _____

PLACE OF EMPLOYMENT (FATHER) _____ PHONE _____

PLACE OF EMPLOYMENT (MOTHER) _____ PHONE _____

II. PROGRAM ELIGIBILITY SCREENING

Carl Perkins

___ Free/Reduced Lunch
___ GPA less than 2.0 on a 4.0
___ Scores below 25th percentile on a standardized achievement test
___ Limited English Proficiency (LEP)

JTPA

___ Free/Reduced Lunch
___ AFDC
___ Food Stamps
___ Ward of Court

OTHER

___ Dropout
OR
Need 3 of 6:
___ High absenteeism
___ Reading 1 Yr. behind grade placement
___ Below 25th percentile
___ Parent or sibling does not have diploma
___ Less than 2.0 on a 4.0
___ Over age for grade level

III. CHECKLIST OF HIGH-RISK INDICATORS (Check all that apply):

___ Economically Deprived
___ Handicapped (Mental/Physical)
___ Lack of Interest
___ Lack of Motivation
___ Poor Grades
___ Substance Abuse Problems
___ Family Problems
___ Health Problems
___ Single Parent Home
___ Excessive Absences
___ Poor Self-Concept
___ Problems with Teacher or Principal
___ Discipline Problems
___ Below Norm on Standard Tests
___ Poor Auditory Skills
___ Financial Problem
___ Overage for Grade Placement
___ Retained
___ Poor Visual/Motor Skills
___ Poor Language/Speech Development
___ Low Ability Level
___ Low Performance Level
___ Frequent Family Moves
___ Pregnant
___ Married
___ Teenage Mother
___ Clothing Needs
___ Dislikes School
___ Alienated from School Environment
___ Poor Interpersonal Relationships
___ No Co-Curricular Interests
___ Failure on Competency Test
___ Other _____

IV. POSSIBLE INTERVENTIONS NEEDED:

___ Assessment/Evaluation
___ Basic Skills Instruction
___ Tutoring
___ Vocational Awareness
___ Personal Development
___ Employability Skills
___ GED Preparation
___ C.O.E./Work Experience
___ Vocational Skill Training
___ Job Placement Services
___ Individual Counseling
___ Group Counseling
___ Attendance Monitoring
___ Home Visit
___ Parent Conference
___ Behavioral Contract
___ Special Jobs, Privileges and Recognition
___ Classroom Observation
___ Community Resources
___ Referral to _____
___ Other _____

V. STUDENT DATA

	Times	Days
1. Number of times/days suspended		
A. In-school	_____	_____
B. Out-of-school	_____	_____

2. Number of days absent this year? _____
   Number of days absent last year? _____

3. Number of retentions in school history: _____ Grades: _____

4. Achievement Test scores:

A. Test title: _____
   1. Raw score: _____
   2. Percentile score: _____
   3. Reading: _____ Math: _____

B. Test title: _____
   1. Raw score: _____
   2. Percentile score: _____
   3. Reading: _____ Math: _____

5. A. Academic credits: possible to date _____ # earned _____

B. Academic credit deficits: Subject area(s): _____

6. GPA to date _____.

VI. Dropouts (complete if applicable):

1. Date dropped from school: _____

A. Reason(s) for dropping out of school (please check):

___ Health Problems
___ Pregnancy
___ Marriage
___ Choice of work over school
___ Substance Abuse
___ Employment necessary
___ Unstable home environment
___ Academic Problems
___ Discipline Problems
___ Attendance Problems
___ School not meeting needs
___ Expulsion
___ Reason Unknown
___ Other _____
_____

Has this student dropped out of school in any previous year?

_____

B. Immediate plans after leaving school:

___ Community College
___ Military
___ Vocational School
___ Work
___ Apprenticing
___ Job Corps
___ None
___ Other _____

Completed by: _____

Agency/School: _____

Date: _____ Phone: _____